

4.W.1.1 Students are able to **use** strategies to **write** narrative and descriptive pieces with focus and organization.

Verbs Defined:

Key Terms Defined:

- strategies – prewriting, drafting, revising, editing, publishing
- narrative pieces – writing that tells a story
- descriptive pieces – writing that describes a person, place or object
- focus – does not wander from the main idea or topic
- organization – logical order

Teacher Speak:

The student will be able to use (use) strategies (prewriting, drafting, revising, editing and publishing) to write narrative (a story) and descriptive pieces (describes a person, place or object) with focus (does not wander from the main idea or topic) and organization (in a logical order)

Student Speak:

I can use prewriting, drafting, revising, editing and publishing (strategies) to write a story (narrative pieces) or describe a person, place or object (descriptive pieces) in a logical order (organization) without wandering from the main idea (focus).

4.W.2.1 Students are able to **evaluate** and **revise** writing to **improve** organization of ideas and accuracy of content.

Verbs Defined:

- evaluate -- judge
- revise -- change writing by adding, cutting, or moving around ideas and details

Key Terms Defined:

- organization of ideas – logical order of ideas
- accuracy of content – correctness of information

Teacher Speak:

Students are able to evaluate (judge) and revise (change by adding, cutting, or moving around ideas and details) to improve (improve) the organization of ideas (logical order) and accuracy of content (correctness of information).

Student Speak:

I can:

- judge (evaluate) and
 - add, cut or move around my ideas and details (revise)
- to improve the logical order (organization) of my writing and the correctness of my information (accuracy of content).

4.W.3.1 Students are able to **apply** grade level appropriate mechanical, grammatical, usage, and spelling conventions during **drafting** and **editing**.

Verbs Defined:

- apply -- use
- drafting -- writing
- editing – correcting

Key Terms Defined:

- mechanical conventions --rules for punctuation and capitalization
- grammatical conventions -- rules for correct grammar in a sentence
- usage conventions -- rules for choosing the correct word form in a sentence
- spelling conventions -- rules for spelling

Teacher Speak:

Students are able to apply (use) grade level appropriate mechanical (rules for punctuation and capitalization), grammatical (rules for correct grammar in a sentence), usage (rules for choosing the correct word form in a sentence), and spelling conventions (rules for spelling) during drafting (writing) and editing (correcting).

Student Speak:

I can use (apply) grade level appropriate rules for

- punctuation (mechanical conventions)
 - end marks
 - commas in a series and in friendly/formal letters
- capitalization (mechanical conventions)
 - in dialogue
 - beginning of sentences
 - proper nouns
 - in friendly/formal letters
- correct grammar in a sentence (grammatical conventions)
 - complete sentences
 - parts of speech (nouns, verbs, adjectives, adverbs)
 - subject/verb agreement in a sentence
- choosing the correct word form in a sentence (usage conventions)
 - homophones
 - homographs
- spelling (spelling conventions)
 - word parts
 - prefixes
 - suffixes
 - root words
 - compound words
 - word patterns

when writing (drafting) and correcting (editing).

4.W.4.1 Students are able to **gather**, **organize**, and **explain** (using main idea and supporting details) in writing what is known about selected content area topics.

Verbs Defined:

- gather -- collect
- organize – write in logical order

Key Terms Defined:

- main idea – the focus of the writing
- supporting details – specific details used to develop a subject or bring a story to life
- selected content area topics – grade appropriate topics from language arts, math, social studies, and science using two or more sources

Teacher Speak:

Students are able to gather (collect), organize (write in logical order) and explain (using main idea (the focus of the writing) and supporting details (specific details used to develop a subject or bring a story to life) in writing what is known about selected content area topics (grade appropriate topics from language arts, math, social studies, and science using two or more sources).

Student Speak:

I can:

- collect (gather)
- write in logical order (organize)
- explain in writing
 - the focus of the writing (main idea)
 - specific details used to develop a subject or bring a story to life (supporting details)
- explain what is known about grade appropriate topics from language arts, math, social studies, and science using two or more sources (selected content area topics).